

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board
SUBJECT: CONSENT CALENDAR – HUMAN RESOURCES
REQUESTED ACTION: APPROVAL

EMPLOYMENT 2010-2011

Regular Assignment

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>	<u>Amount</u>
To be announced	Administrative Assistant III, Green Grant (Categorically funded) 20 hours week/approximately 10 months Range 13/Step 1, CSEA	9/16/10 – 6/30/11	\$ 1,643.20 month

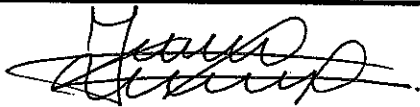
Change in Assignment

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>	
Ron Zak	From 100% Photography Instructor To 20% Fine & Applied Arts/ Behavioral Sciences Coordinator and 80% Photography Instructor	8/1/10 – 12/19/10	No change in salary

Short-term/Temporary/Substitute

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Amount/ Hourly Rate</u>
Timothy Athey	Emergency Substitute, Aeronautics Lab Tech as needed	9/7/10 – 6/30/11	\$ 16.65 hour
Julian Baranowski	Substitute Warehouse Operator as needed	9/16/10 – 6/30/11	\$ 13.87 hour

Karen H. Ulrich
Director of Human Resources


JOWEL C. LAGUERRE, Ph.D.
Superintendent/President

September 3, 2010
Date Submitted

September 3, 2010
Date Approved

SOLANO COMMUNITY COLLEGE CONSENT CALENDAR
Governing Board Meeting
September 15, 2010
Page 2

Short-term/Temporary/Substitute (Continued)

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Amount/ Hourly Rate</u>
Emily Blair	English Instructor, Basic Skills Initiative	9/16/10 – 12/19/10	\$ 67.21 hour
	English Instructor, Peer Mentoring	9/16/10 – 12/19/10	\$ 250.00 stipend
William Denney	Lab Assistant for Kaiser classes, Contract Education	9/16/10 – 6/30/11	\$ 14.01 hour
Michael Gildon	Substitute Bookstore Assistant, Shipping & Receiving	9/16/10 – 6/30/11	\$ 15.26 hour
Susan Hoff	Lab Assistant for Kaiser classes, Contract Education	9/16/10 – 6/30/11	\$ 14.01 hour
James Long	English Instructor, Basic Skills Initiative	9/16/10 – 12/19/10	\$ 200.00 stipend
	English Instructor, Learning Communities	9/16/10 – 12/19/10	\$ 64.71 hour
Karen Lowe	English Instructor	9/16/10 – 12/19/10	\$ 200.00 stipend
	English Instructor, Basic Skills Initiative	9/16/10 – 2/19/10	\$ 300.00 stipend
Christopher McBride	English Instructor, Composition Mastery Exam (CME) work	9/16/10 – 6/30/11	\$ 67.21 hour
Barbara McClain	English Instructor	9/16/10 – 12/19/10	\$ 200.00 stipend
Jewel Owens	Lab Assistant for Kaiser classes, Contract Education	9/16/10 – 6/30/11	\$ 14.01 hour
Florentina Panduro	Bookstore Cashier	8/12/10 – 8/31/10	\$ 8.00 hour
Genele Rhoads	Math Instructor, Curriculum Development Fire Science Basic Skills Initiative Learning Community	9/16/10 – 12/19/10	\$ 64.71 hour

SOLANO COMMUNITY COLLEGE CONSENT CALENDAR
Governing Board Meeting
September 15, 2010
Page 3

Short-term/Temporary/Substitute (Continued)

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Amount/ Hourly Rate</u>
Tracy Schneider	English Instructor, Peer Mentoring	9/16/10 – 12/19/10	\$ 250.00 stipend
Joanne Strickland	Contract Education Instructor	9/16/10 – 6/30/11	\$ 60.80 hour
Jane Watson	English Instructor, Peer Mentoring	9/16/10 – 12/19/10	\$ 250.00 stipend

Professional Experts

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Amount/ Hourly Rate</u>
<i>The following Professional Experts are paid through the Foster & Kinship Care Education Grant</i>			
Sherry Currie-Proctor	Co-present, PRIDE pre-service for Foster & Adoptive Parents	10/4 – 10/18/10	\$ 540.00
Deborah Lees Davis	Present, Special Needs Infants & Toddlers	10/1/10 – 10/6/10	\$ 500.00
Erica Dumin	Co-present & Support, Kinship Support & Information	10/6/10 – 10/27/10	\$ 540.00
Peggy Hoover	Co-present, PRIDE pre-service for Foster & Adoptive Parents and Co-present, Preparing for a New Sibling	10/7/10 – 10/28/10 10/14/10	\$ 720.00
Nancy Pewitt	Co-present and Support, Kinship Support & Information	10/13/10	\$ 360.00
Kerry Pilley	Present, School Issues	10/5/10	\$ 180.00
D. Mary Ann Turley	Co-present, PRIDE pre-service for Foster & Adoptive Parents and Co-present & Support, Kinship Support & Information	10/6/10 – 10/28/10	\$ 1,260.00

SOLANO COMMUNITY COLLEGE CONSENT CALENDAR
Governing Board Meeting
September 15, 2010
Page 4

Independent Contractors

<u>Name</u>	<u>Assignment</u>	<u>Dates</u>	<u>Amount/ Hourly Rate</u>
--------------------	--------------------------	---------------------	---------------------------------------

Fine & Applied Arts/Behavioral Science
Leslie Rota, Responsible Manager

Derek Clark	Present, Family's Rock with Derek Clark: A Message of Hope and Courage	10/15/10	\$ 900.00
-------------	--	----------	-----------

Small Business Development Center (SBDC)
Charles Eason, Responsible Manager

Wilbert Cason	Entrepreneurial training and Counseling, SCC Collaborative Grant	9/16/10 – 6/30/11	\$ 6,750.00
Mark Lillis	Entrepreneurial training and Counseling, SCC Collaborative Grant	9/16/10 – 6/30/11	\$ 6,750.00
Charles Rieger	Consulting to SCC Small Business Development Center	9/16/10 – 8/18/11	\$ 2,500.00

Workforce and Economic Development/Contract Education
Deborah Mann, Responsible Manager

Sandy Jones	Instructor, Kaiser Contract Ed Vallejo Center for Excel and Word classes	10/2/10 – 10/29/10	\$ 1,680.00
-------------	--	--------------------	-------------

GRATUITOUS SERVICE

<u>Name</u>	<u>Assignment</u>	<u>Division/Department</u>
Danilo Velado	EMT Skills	Health Occupations
Nicole Vennay	EMT Basic teacher's assistant	Health Occupations
Samantha Lloyd	EMT Skills	Health Occupations

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board

SUBJECT: WARRANT LISTINGS

REQUESTED ACTION: APPROVAL

SUMMARY:

It is recommended that the following warrants be approved:

08/26/10	Vendor Payment	11024053-11024154	\$575,693.81
08/27/10	Vendor Payment	11024155-11024251	\$233,486.96
08/31/10	Vendor Payment	11024252-11024254	\$ 87,666.94
09/01/10	Vendor Payment	11024255	\$ 17,626.00
09/03/10	Vendor Payment	11024256-11025042	\$ 74,480.04

Copies of the Warrant Listings are available at the Board Meeting and at the following locations: Office of the Superintendent/President, Office of the Vice President of Finance & Administration, and Library.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Roy V. Stutzman, Consultant
Finance & Administration

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7209

TELEPHONE NUMBER

Finance & Administration

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT/PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent/President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT/PRESIDENT**

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board
SUBJECT: RENEWAL AGREEMENT BETWEEN CHILDSTART
INCORPORATED AND SOLANO COMMUNITY
COLLEGE DISTRICT TO PROVIDE SPECIAL
EDUCATION SERVICES

REQUESTED ACTION: APPROVAL

SUMMARY:

An agreement between Solano Community College District and ChildStart, Incorporated, for special education services, is being presented to the Governing Board for approval.

The District will provide ECE 081, Early Childhood Staff Supervision, for to up to fifteen (15) ChildStart employees. The training includes forty-eight (48) hours of instruction. The class is scheduled to start on September 16, 2010. Students who successfully complete the class will be awarded three (3) hours of college credit. The course will be delivered at the ChildStart Office.

ChildStart will compensate the District for all services rendered and expenses at a rate of ten thousand five hundred dollars and no cents (\$10,500.00).

Copies of the agreement are available in the Office of the Superintendent-President, Office of Finance and Administration, and in the Office of Workforce and Economic Development and Contract Education.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Deborah Mann, Program Developer
Workforce and Economic Development
Contract Education

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7195

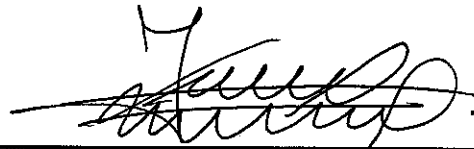
TELEPHONE NUMBER

Academic and Student Affairs

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT
AGREEMENT FOR EDUCATIONAL SERVICES**

This agreement is entered into by and between **SOLANO COMMUNITY COLLEGE DISTRICT**, hereinafter referred to as "District" and **ChildStart INCORPORATED**, hereinafter referred to as "ChildStart."

WHEREAS, ChildStart desires to engage the District to render special educational services,

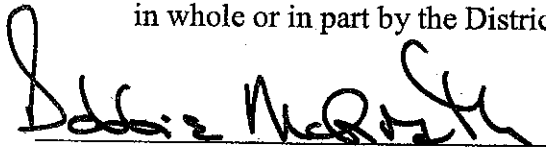
THEREFORE, THE PARTIES AGREE AS FOLLOWS:

- A. The District will provide ECE 081, Early Childhood Staff Supervision, for to up to fifteen (15) ChildStart employees. The training includes forty-eight (48) hours of instruction. The class is scheduled to start on September 16, 2010. Students who successfully complete the class will be awarded three (3) hours of college credit. The course will be delivered at the ChildStart office.
- B. District faculty and staff will develop, coordinate, teach, and evaluate the class referred to in "A" above. The instructor will be certified in accordance with the rules and regulations of the California Community Colleges Board of Governors.
- C. ChildStart will identify all employees who will participate in the class.
- D. ChildStart will compensate the District for all services rendered and expenses at a rate of ten thousand five hundred dollars and no cents (\$10,500.00). This fee includes the cost of the instructor, all course materials, and Certificates of Success. Should additional services such as tutoring be required, an addendum to this contract may be added.
- C. Payment by ChildStart to the District will be due prior to September 30, 2010 and upon receipt of invoice.
- F. **IT IS MUTUALLY UNDERSTOOD** that ChildStart and the District shall secure and maintain in full force and effect during the full term of this Agreement, liability insurance in the amounts and written by carriers satisfactory to ChildStart and the District respectively.
- G. The District will indemnify, and hold harmless, in any actions of law or equity, ChildStart, its officers, employees, agents and elective and appointive boards from all claims, losses, damage, including property damages, personal injury, including death, and liability of every kind, nature and description, directly or indirectly arising from the operations of the District under this Agreement or of any persons directly or indirectly employed by, or acting as agent for the District, but not including sole negligence or willful misconduct of ChildStart. This indemnification shall extend to claims, losses, damages, injury and liability for injuries occurring after completion of the services rendered pursuant to this Agreement, as well as during the process of rendering such

services. Acceptance of insurance certificates required under this Agreement does not relieve the District from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to all damages and claims for damages of every kind suffered, by reason of any of the District's operations under this Agreement regardless of whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

ChildStart will indemnify, and hold harmless in any actions of law or equity, the District, its officers, employees, agents and elective and appointive boards from all claims, losses, damage, including property damages, personal injury, including death, and liability of every kind, nature and description, directly or indirectly arising from the operations of ChildStart under this Agreement or of any persons directly or indirectly employed by, or acting as agent for ChildStart, but not including the sole negligence or willful misconduct of the District. This indemnification shall extend to claims losses, damages, injury and liability for injuries occurring after completion of the services rendered pursuant to this Agreement, as well as during the process of rendering such services. Acceptance of insurance certificates required under this Agreement does not relieve ChildStart from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to all damages and claims for damages of every kind suffered, by reason of any of ChildStart operations under this Agreement regardless of whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

- H. ChildStart agrees that it will not discriminate in the selection of any student to receive instruction pursuant to the Agreement because of sex, sexual preference, race, color, religious creed, national origin, marital status, veteran status, medical condition, age (over 40), pregnancy, disability, and political affiliation. In the event of ChildStart's non-compliance with this section, the Agreement may be canceled, terminated, or suspended in whole or in part by the District.



Debbie McGrath
Human Resources Director
ChildStart Incorporated
Napa, CA

Date 8-25-10

JOWEL C. LAGUERRE, Ph.D.
Superintendent/President
Solano Community College
Fairfield, CA

Date _____

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board

SUBJECT: RENEWAL AGREEMENT BETWEEN CHILDSTART,
INCORPORATED AND SOLANO COMMUNITY
COLLEGE DISTRICT TO PROVIDE SPECIAL
EDUCATION SERVICES

REQUESTED ACTION: APPROVAL

SUMMARY:

An agreement between Solano Community College District and ChildStart, Incorporated for special education services, is being presented to the Governing Board for approval.

The District will provide ECE 076, Infant/Toddler Care: Curriculum and Environments for up to twenty-five (25) ChildStart employees. The training includes forty-eight (48) hours of instruction. The class will start on October 5, 2010. Students who successfully complete the class will be awarded three hours of college credit. The course will be delivered at the ChildStart office.

ChildStart will compensate the District \$14,000.00 for all educational services rendered.

Copies of the agreement are available in the Office of the Superintendent-President, the Office of Finance & Administration, and in the Office of Workforce and Economic Development and Contract Education.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Deborah Mann, Program Developer
Workforce and Economic Development
Contract Education

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7195

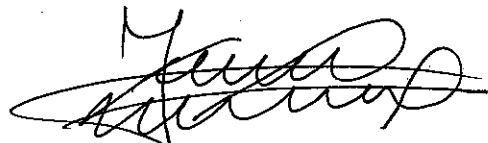
TELEPHONE NUMBER

Academic and Student Affairs

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT
AGREEMENT FOR EDUCATIONAL SERVICES**

This agreement is entered into by and between **SOLANO COMMUNITY COLLEGE DISTRICT**, hereinafter referred to as "District" and **ChildStart INCORPORATED**, hereinafter referred to as "ChildStart."

WHEREAS, ChildStart desires to engage the District to render educational services,

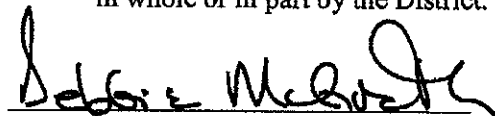
THEREFORE, THE PARTIES AGREE AS FOLLOWS:

- A. The District will provide ECE 076, Infant/Toddler Care: Curriculum and Environments, for to up to twenty-five (25) ChildStart employees. The training includes forty-eight hours (48) hours of instruction. The class is scheduled to start on October 5, 2010. Students who successfully complete the class will be awarded three (3) hours of college credit. The course will be delivered at the ChildStart office.
- B. District faculty and staff will develop, coordinate, teach, and evaluate the class referred to in "A" above. The instructor will be certified in accordance with the rules and regulations of the California Community Colleges Board of Governors.
- C. ChildStart will identify all employees who will participate in the class.
- D. ChildStart will compensate the District for all services rendered and expenses at a rate of fourteen thousand dollars and no cents (\$14,000.00.) This fee includes instructor costs, student enrollment, all course materials, and Certificates of Success. Should additional services such as tutoring be required, an addendum to this contract may be added.
- C. Payment by ChildStart to the District will be due after the course has been 50% completed and upon receipt of invoice.
- F. **IT IS MUTUALLY UNDERSTOOD** that ChildStart and the District shall secure and maintain in full force and effect during the full term of this Agreement, liability insurance in the amounts and written by carriers satisfactory to ChildStart and the District respectively.
- G. The District will indemnify, and hold harmless, in any actions of law or equity, ChildStart, its officers, employees, agents and elective and appointive boards from all claims, losses, damage, including property damages, personal injury, including death, and liability of every kind, nature and description, directly or indirectly arising from the operations of the District under this Agreement or of any persons directly or indirectly employed by, or acting as agent for the District, but not including sole negligence or willful misconduct of ChildStart. This indemnification shall extend to claims, losses, damages, injury and liability for injuries occurring after completion of the services rendered pursuant to this Agreement, as well as during the process of rendering such

services. Acceptance of insurance certificates required under this Agreement does not relieve the District from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to all damages and claims for damages of every kind suffered, by reason of any of the District's operations under this Agreement regardless of whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

ChildStart will indemnify, and hold harmless in any actions of law or equity, the District, its officers, employees, agents and elective and appointive boards from all claims, losses, damage, including property damages, personal injury, including death, and liability of every kind, nature and description, directly or indirectly arising from the operations of ChildStart under this Agreement or of any persons directly or indirectly employed by, or acting as agent for ChildStart, but not including the sole negligence or willful misconduct of the District. This indemnification shall extend to claims losses, damages, injury and liability for injuries occurring after completion of the services rendered pursuant to this Agreement, as well as during the process of rendering such services. Acceptance of insurance certificates required under this Agreement does not relieve ChildStart from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to all damages and claims for damages of every kind suffered, by reason of any of ChildStart operations under this Agreement regardless of whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

- H. ChildStart agrees that it will not discriminate in the selection of any student to receive instruction pursuant to the Agreement because of sex, sexual preference, race, color, religious creed, national origin, marital status, veteran status, medical condition, age (over 40), pregnancy, disability, and political affiliation. In the event of ChildStart's non-compliance with this section, the Agreement may be canceled, terminated, or suspended in whole or in part by the District.



Debbie McGrath
Human Resources Director
ChildStart Incorporated
Napa, CA

Date 9-2-10

JOWEL C. LAGUERRE, Ph.D.
Superintendent/President
Solano Community College
Fairfield, CA

Date _____

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board
SUBJECT: RENEWAL AGREEMENT WITH CITY OF FAIRFIELD
SMALL BUSINESS DEVELOPMENT CENTER (SBDC)
CONSULTANT SERVICES

REQUESTED ACTION: APPROVAL

SUMMARY:

The City of Fairfield Redevelopment Agency has proposed renewing a Consultant Services Agreement with the Solano Community College Small Business Development Center (SBDC). The scope of the agreement will include the delivery of entrepreneurial and business development training, one-on-one consulting, technical assistance, referrals, information dissemination, small business short courses, and workshops to the city of Fairfield small business owners and prospective owners. The funds from this contract are also used to meet the local cash match requirements for the Small Business Administration funding for the Small Business Development Center. The Agreement is for a total amount of \$20,000 for the period July 1, 2010 through June 30, 2011.

A copy of the agreement is available in the Office of the Superintendent-President, the Office of the Vice President of Finance and Administration, and in the Office of the Small Business Development Center.

Approval is requested at this time.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Charles Eason, Director
Small Business Development Center

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-3382

TELEPHONE NUMBER

Academic and Student Affairs

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM**

TO: Members of the Governing Board

SUBJECT: PUBLIC HEARING AND ADOPTION OF THE 2010-2011
DISTRICT BUDGETS

REQUESTED ACTION: BOARD ADOPTION

SUMMARY:

At the Governing Board's regular meeting on September 1, 2010, Roy V. Stutzman, Consultant, Finance & Administration, presented the Board with the proposed 2010-2011 District Budgets.

The 2010-2011 District Budgets are being presented for a public hearing and adoption at this time in accordance with California Code of Regulations (CCR), Title 5, Section 58301. The District recommends adoption of the proposed budget and spending plan that was developed and shared with the campus community over the last several months during its budget development cycle.

Copies of the District's 2010-2011 Budget are provided to the Board under separate cover. Copies are available from the Office of the Vice President of Finance & Administration, the Office of the Superintendent-President, and at the Board meeting.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Roy V. Stutzman, Consultant
Finance & Administration

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7209

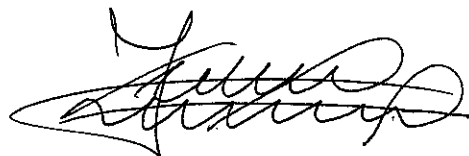
TELEPHONE NUMBER

Finance & Administration

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM**

TO: Members of the Governing Board

**SUBJECT: AUTHORIZATION TO PERMIT TEMPORARY
INTERFUND TRANSFERS OF SPECIAL OR RESTRICTED
FUNDS, RESOLUTION NO. 10/11-07**

REQUESTED ACTION: APPROVAL

SUMMARY:

Board approval is requested for Resolution No. 10/11-07, authorization to permit temporary interfund transfers of special or restricted funds, to alleviate District cash flow needs during this time of apportionment deferrals from the state. In accordance with Education Code Section 42603, temporary transfers to another fund or account of the District may be permitted for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds and accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred will be repaid either in the same fiscal year, or in the next fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent of the maximum of monies held in any fund or account during a current fiscal year may be transferred.

Attached is Resolution No. 10/11-07.

SUPERINTENDENT'S RECOMMENDATION: **APPROVAL** **DISAPPROVAL**
 NOT REQUIRED **TABLE**

Roy V. Stutzman, Consultant
Finance & Administration

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7209

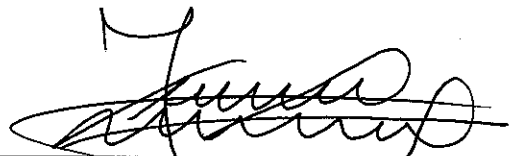
TELEPHONE NUMBER

Finance & Administration

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD**

**RESOLUTION AUTHORIZING TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUNDS**

RESOLUTION NO. 10/11-07

WHEREAS, The state has not adopted a budget for 2010-11 and the Department of Finance continues to defer billions in state apportionment revenue payments to community college districts;

WHEREAS, Furthermore, even after the state budget passage, the Department of Finance indicated that payments of deferrals may change during the year depending on the cash needs of the state;

WHEREAS, The Solano Community College District (the "District") desires to establish temporary interfund transfers of special or restricted fund monies to cover potential cash deficits and provide funds for meeting the District's payment obligations;

WHEREAS, The Governing Board may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the District for payment of obligations authorized by Education Code Section 42603; and

WHEREAS, The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or accounts; now therefore be it

RESOLVED, That the amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year; be it further

RESOLVED, That the Governing Board of the Solano Community College District, in accordance with the provisions of ECS 42603 adopts the following authorization for the fiscal year 2010-11 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent-President or designee:

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD**

**RESOLUTION AUTHORIZING TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUNDS**

RESOLUTION NO. 10/11-07

CONTINUING – PAGE 2

- General Fund
- Bookstore Fund
- Capital Outlay Fund
- Measure G Fund
- Self-Insurance Fund

This resolution shall take effect immediately. The Superintendent-President or designee is authorized to take all other actions and execute all necessary documents to comply with the County's requirements for temporary transfers.

PASSED AND ADOPTED This 15th day of September 2010, by the Governing Board of the Solano Community College District.

DENIS HONEYCHURCH, J.D.
BOARD PRESIDENT

JOWEL C. LAGUERRE, Ph.D.
SECRETARY

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

CERTIFICATION

State of California)
)
County of Solano)

I, Jowel C. Laguerre, Ph.D., Secretary of the Governing Board of the Solano Community College District, do certify the foregoing is a true and actual copy of the resolution approved by the Governing Board at a regular meeting on Wednesday, September 15, 2010, the original of which is on file in the District Superintendent-President's Office.

Jowel C. Laguerre, Ph.D., Secretary to the Governing Board

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board
SUBJECT: PUBLIC HEARING AND ADOPTION OF THE GANN
APPROPRIATION LIMIT FOR FY 2010-2011,
RESOLUTION NO. 10/11-08

REQUESTED ACTION: APPROVAL

SUMMARY:

Board approval is requested for Resolution No. 10/11-08, public hearing and adoption of the Gann Appropriation Limit for FY 2010-2011. Article XIII B, commonly referred to as the Gann Limit Initiative of the California State Constitution, was approved by California voters in November 1979, and later modified by Proposition 111 in 1990. The Gann initiative places limits on the amount of proceeds of taxes that state and local governmental agencies can receive and spend each year. Annually, the appropriations limit is adjusted for changes in price index, population, and other applicable factors.

CONTINUED ON NEXT PAGE:

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Roy V. Stutzman
Consultant, Finance & Administration

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7209

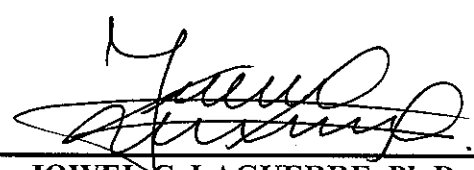
TELEPHONE NUMBER

Finance & Administration

ORGANIZATION

September 3, 2010

DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

DATE APPROVED BY
SUPERINTENDENT-PRESIDENT

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM**

TO: Members of the Governing Board

**SUBJECT: PUBLIC HEARING AND ADOPTION OF THE GANN
APPROPRIATION LIMIT FOR FY 2010-11,
RESOLUTION NO. 10/11-08**

REQUESTED ACTION: APPROVAL

SUMMARY:

CONTINUED FROM PREVIOUS PAGE:

Government Code Section 7908(c) requires each community college district to report to the Chancellor of the California Community Colleges, at least annually, its appropriations, appropriations subject to limit, the amount of state aid apportionments and subventions included with proceeds of taxes of the district, and amounts excluded from the appropriations subject to limit.

Additionally, the Governing Board must annually hold a public hearing and adopt an appropriation limit under the provisions of Senate Bill 1352 (August, 1980) based on the Gann Proposition and Constitutional Amendment.

Resolution No. 10/11-08 provides for an Appropriation Limit of \$46,652,761 and estimates the budgeted Appropriation Subject to Limit to be \$42,432,860. The Limit and Appropriation Subject to Limits for 2009-10 were \$48,269,259 and \$42,087,706 respectively.

Attached for your information is the Gann Limit Worksheet that is prepared and submitted to the System Office.

CALIFORNIA COMMUNITY COLLEGES
GANN LIMIT WORKSHEET
2010-11

DISTRICT NAME: Solano Community College District

DATE: 15 Sep 2010

I. 2010-11 APPROPRIATIONS LIMIT

A. 2009-10 Appropriations Limit		\$ <u>48,269,259</u>
B. Price Factor	0.974600	
C. Population Factor		
1. 2008-09 second period actual FTES	9,477	
2. 2009-10 second period actual FTES	9,398	
3. Population change factor (line C.2 / C.1)"	0.9917	
D. 2009-10 Limit Adjusted by Inflation and Population Factors (line A times B and C.3)		\$ 46,652,761
E. Adjustments to Increase Limit		
1. Transfers in of financial responsibility	\$ 0	
2. Temporary voter approved increases	<u>0</u>	
3. Total adjustments - increase		<u>0</u>
	Subtotal	46,652,761
F. Adjustments to Decrease Limit		
1. Transfers out of financial responsibility	\$ 0	
2. Lapses of voter approved increases	<u>0</u>	
3. Total adjustments - decrease		<u>0</u>
G. 2010-11 Appropriation Limit		\$ <u><u>46,652,761</u></u>

II. 2010-11 APPROPRIATIONS SUBJECT TO LIMIT

A. State Aid (General Apportionment, Apprenticeship Allowance, Basic Skills)		\$ 33,013,081
B. State Subventions (Home Owners Property Tax Relief, Timber Yield Tax, etc.)		135,600
C. Local Property Taxes		9,256,358
D. Estimated Excess Debt Service Taxes		0
E. Estimated Parcel Taxes, Square Foot Taxes, etc.		0
F. Interest on Proceeds of Taxes		27,821
G. Local Appropriations from Taxes for Unreimbursed State, Court, and Federal Mandates		<u>0</u>
H. 2010-11 Appropriations Subject to Limit		\$ <u><u>42,432,860</u></u>

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD**

ESTABLISHMENT OF THE GANN APPROPRIATION LIMIT FOR FY 2010-11

RESOLUTION NO. 10/11-08

WHEREAS, The California Legislature enacted Senate Bill 1352 in August 1980, with an effective date of January 1981, to implement Proposition 4, a Constitutional amendment establishing appropriation limits for state and local government units; and

WHEREAS, The Governing Board determines that the FY 2010-11 General Fund Budget, as proposed for adoption, is in conformance with the provisions of Senate Bill 1352 as reflected on the attached worksheet; now therefore be it

RESOLVED, That the Governing Board hereby adopts a revised appropriation limit for FY 2010-11 of \$46,652,761 and estimates that the budget appropriations subject to that limit are \$42,432,860.

PASSED AND ADOPTED This 15th day of September 2010, by the Governing Board of the Solano Community College District.

DENIS HONEYCHURCH, J.D., PRESIDENT

JOWEL C. LAGUERRE, Ph.D., SECRETARY

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board

SUBJECT: DISTRICT'S 2012-2016 FIVE-YEAR CAPITAL
CONSTRUCTION PLAN (2012-2013 FIRST FUNDING
YEAR)

REQUESTED ACTION: APPROVAL

SUMMARY:

The Five-Year Construction Plan is a working/planning document in the State Chancellor's FUSION system that is required to be signed and re-submitted to the Office of the Chancellor, California Community Colleges by September 1 of each year.

The District input was submitted via FUSION on August 31, 2010, and page 5 (a project summary of the report) was presented to the Board for information as part of the Bond update at the September 1, 2010 Board meeting. A complete hard copy of the 74-page report is provided to the Board under separate cover.

Staff will be available to answer any questions from the Governing Board.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

David V. Froehlich
Director of Facilities

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7176

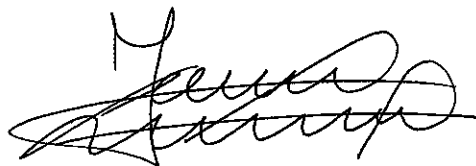
TELEPHONE NUMBER

Maintenance and Operations

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board

SUBJECT: MEMORANDUM OF UNDERSTANDING BETWEEN
SOLANO COUNTY OFFICE OF EDUCATION AND
SOLANO COMMUNITY COLLEGE DISTRICT

REQUESTED ACTION: APPROVAL

SUMMARY:

This Memorandum of Understanding (MOU) is between Solano Community College District, hereafter identified as "SCCD", and the Solano County Office of Education, hereafter known as "SCOE." This MOU is in place to provide Workforce Innovation Partnership services with Solano County middle and high schools, students and parents, teachers, administrators, and counselors receiving benefit from the Workforce Innovations Program (WIP).

A copy of the MOU is available in the Office of the Superintendent-President, the Office of the Vice President of Finance and Administration, and in the Office of Workforce and Economic Development and Contract Education.

Approval of this MOU is requested at this time.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Deborah Mann, Program Developer
Workforce and Economic Development
Contract Education

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7195

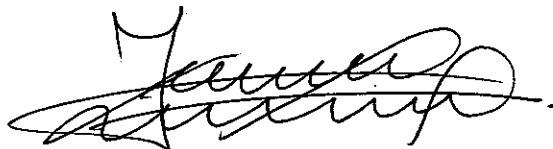
TELEPHONE NUMBER

Academic and Student Affairs

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

MEMORANDUM OF UNDERSTANDING

Between Solano County Office of Education and Solano Community College District

This MEMORANDUM OF UNDERSTANDING is entered into this 16th day of September 2010, by and between Solano County Office of Education, hereinafter referred to as "SCOE", and Solano Community College District, hereinafter referred to as "SCCD".

Whereas SCOE is an integral partner of SCCD;

And whereas SCCD is in receipt of a Workforce Innovation Partnership Grant requiring Career Awareness activities with significant input from and interaction with Solano County 7-12 schools;

And whereas SCOE is the conduit for said activity;

SCCD and SCOE have agreed to collaborate as detailed below.

SCOE Responsibilities:

WORKFORCE INNOVATIONS PROGRAM (WIP)

Grant Number: 09-142-281

MOU Term: 09/16/2010 – 2/29/2012

This Memorandum of Understanding (MOU) is between Solano Community College District, hereafter identified as "SCCD" and the Solano County Office of Education, hereafter known as "SCOE". The MOU is in place to provide Workforce Innovation Partnership services with Solano County middle and high schools, student and parents, teachers, administrators, and counselors receiving benefit from the Workforce Innovations Program (WIP).

WIP Grant Activity

SCOE Deliverable

- | | |
|---|--|
| <p>1. Ongoing Communication and Collaboration: SCOE will participate, as partners in collaborative meetings, but are not specifically funded; however they will be part of the MOU commitment.</p> <ul style="list-style-type: none">a. Advisory Group: Employers, Instructors & Agenciesb. High School articulation process, with Tech Prepc. Curriculum Development: Career Pathway – environmental science, including Water/Wastewater | <ul style="list-style-type: none">a. SCOE will be in the communication loop, no specific SCOE funding.b. SCOE will be in the communication loop, no specific SCOE funding.c. SCCD faculty will develop specific industry based |
|---|--|

WIP Grant Activity

- d. Education and Business partnerships, receive information regarding industry meetings.
- e. Curriculum for SBX7-7 Water Conservation/Recycling to include info for 7-12 (Activity 18) Curriculum Development for middle and high School program(s), includes student competencies, lesson plans and student lab exercises. Three (3) teachers will be awarded a Stipend/Scholarship in the amount of \$500 each for the creation of said curriculum development.
- f. Market program to students, teachers, and community including employers: career info, job opportunities, classes, etc.

SCOE will provide career awareness activities and hands on learning in at least 3 middle schools county-wide.

- a. Goal to reach 200 students

- 3. Career Technical Education (CTE) academic skills and contextual project-based learning to be integrated with Standards Based English, Math and Science into at least one (1) Water/Wastewater pathway course.
- 4. Develop brochure about Water/Wastewater (Energy & Utilities Industry Sector) for middle and high school students, teachers, counselors and administrators, parents and community.

SCOE Deliverable

- curriculum; SCOE and Tech Prep will/may review with middle and high school teachers or will meet with WATER/WASTERWATER faculty, to provide input.
- d. SCOE will be in the communication loop, no specific SCOE funding.
- e. SCCD faculty will develop specific curriculum – SCOE will be in the communication loop, no specific SCOE funding. SCOE will coordinate connecting middle and high school teachers with SCCD faculty/industry experts.
- f. SCOE will communicate through existing means, including school and parent newsletters, announcements, SCOE website linking to Solano County schools.

SCOE to develop a timeline and plan for deliverables.

SCOE will oversee selection and award of stipend/scholarship to three (3) teachers that create the model Water/Wastewater curriculum component consisting of identified elements.

SCOE will work with specific middle and high school teachers/programs to accomplish this. Timeline and location to be determined by: October 2010.

SCOE will design, review/buy-in, revise/approve and print; quantity to be determined.

WIP Grant Activity

SCOE Deliverable

- | | | |
|----|---|--|
| 5. | Provide professional development workshops informing 12+ middle/high school teachers /counselors of SCCD programs and opportunities in Water/Wastewater career pathways including job descriptions, labor market information and gender equity. | SCOE will produce workshop materials in collaboration with and with direction from SCCD Water/Wastewater faculty; SCOE will host workshops at their site, or other school sites, or SCCD or industry sites; and SCOE will plan workshops, invite teachers, administrators and others in the education community. SCOE will arrange substitutes/stipends, as necessary. |
| 6. | Develop/Improve new Programs of Study:
a. At least one (1) middle school and one (1) high school will develop a Water/Wastewater focused POS following the pathway model | SCOE deliverable with input/coordination from Tech Prep. SCOE will oversee selection and award of stipend/scholarship to three (3) teachers who will create the model Water/Wastewater curriculum component. |
| 7. | Middle & high School students will tour at least 4 Water/Wastewater facilities. | SCOE will arrange transportation, two (2) teacher/chaperones per tour and substitutes, as needed. SCCD will arrange tours at Water /Wastewater sites and timeline. |
| 8. | Coordination of Work-Based Learning will be expanded for more middle & high school CTE pathway students/teachers. | SCOE work with SCCD's identified Water/Wastewater industry experts, interested in mentoring teachers and/or students. SCOE will administer work-based learning program guidelines, training opportunities and other events. |

WIP GRANT ACTIVITY

SCOE DELIVERABLE

- | | |
|---|---|
| 9. Purchase Water/Wastewater classroom materials and supplies for career awareness and/or academic enhancement hands-on activities, grades 7-12
a. For at least 3 classrooms/sites | SCOE to develop a materials and supplies request and timeline for purchase; and SCOE will document distribution of deliverables |
| 10. SCCD will meet all WIP Grant timelines for deliverables. | SCOE will prepare a timeline/Gant Chart for all MOU Deliverables by 9/30/2010. |

SCCD Responsibilities:

- SCCD will provide \$21,780.00 to SCOE for grant activities.
- SCCD will provide agendas, staff, and facilities for regular grant meetings.
- SCCD will provide industry partners and faculty for grant activities.

Term:

The term of this agreement shall be from September 16, 2010 through February 29, 2012. This agreement may be extended or increased with an addendum.

The signatures below indicate agreement to the foregoing terms dated this sixteenth day of September 2010.

Solano County Office of Education:

Solano Community College District:

Leticia Allen
Associate Superintendent
Business and finance
Solano County Office of Education

Dr. Jowel C. Laguerre
Superintendent-President

Janet Harden
Senior Director
Career Technical Education/
Workforce Development
Solano County Office of Education

Deborah Mann
Program Developer
Workforce & Economic
Development/Contract Education

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board

SUBJECT: CONTRACT BETWEEN LOS RIOS COMMUNITY COLLEGE DISTRICT AND SOLANO COMMUNITY COLLEGE DISTRICT TO DELIVER SOFTWARE TRAINING TO KAISER EMPLOYEES

REQUESTED ACTION: APPROVAL

SUMMARY:

Solano Community College District Contract Education will contract with Los Rios Community College District to provide MS Office training for six cohorts of Kaiser employees. This item is being presented to the Governing Board for approval.

The District will deliver six (6) eight (8) hour classes. Classes will be held at Solano Community College Vallejo and Vacaville Centers or at Kaiser facilities. Class schedules will be determined by Kaiser. Los Rios Community College will compensate the District for all services rendered and expenses at a rate of sixteen thousand three hundred and twenty dollars and no cents (\$16,320.00). The cost is inclusive for all instruction, administration, and Solano Community College computer labs.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Deborah Mann, Program Developer
Workforce and Economic Development
Contract Education

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534

ADDRESS

707-864-7195

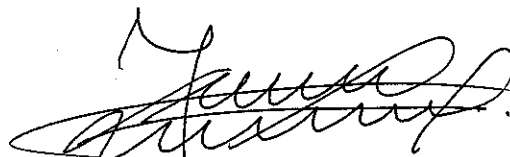
TELEPHONE NUMBER

Academic Affairs

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

**SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM**

TO: Members of the Governing Board

**SUBJECT: PROPOSED 2010-2011 GOALS FOR SOLANO
COMMUNITY COLLEGE DISTRICT GOVERNING
BOARD AND SUPERINTENDENT-PRESIDENT**

REQUESTED ACTION: INFORMATION

SUMMARY:

Preliminary discussion of Board Goals for the 2010-2011 academic year began at the June 22, 2010, Board Retreat. The attached proposed 2010-2011 goals for the Board and Superintendent-President of the Solano Community College District Governing Board are the result of the work conducted at that time.

The goals, as presented, have been reviewed by the Superintendent-President's Cabinet and are being presented tonight for information only. They are preliminary goals and will be modified prior to final approval.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Jowel C. Laguerre, Ph.D.
Superintendent-President

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534-3197

ADDRESS

(707) 864-7112

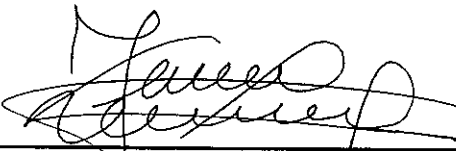
TELEPHONE NUMBER

Administration

ORGANIZATION

September 3, 2010

**DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT**



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

**DATE APPROVED BY
SUPERINTENDENT-PRESIDENT**

SOLANO COMMUNITY COLLEGE DISTRICT

Board Goals

2010-2011

Accreditation (Both Reports)

- Provide feedback for the Follow-up Report to the Commission.
- Approve the Report on time for ACCJC.
- Participate in the visiting team meetings with the Board.
- Participate in the development of the 2011 Self-Study.
- Approve the Study Report for the Commission on time as required.

Fiscal Stability

- Support the building of a balanced budget based on information available from the state.
- Approve the budget in a timely fashion.

Advocacy, including Foundation (future Board Study Session)

- Assign Board liaison to the Educational Foundation.
- Participate in giving to the Foundation.
- Participate in a productive Study Session with the Foundation Board to build a common agenda for the College.

Support/Assist CEO

- Support CEO's proposals for College improvement.
- Participate in activities when invited by CEO.
- Create opportunities to support the success of the CEO.

Board Professional Development (future Board Study Session)

- Participate in activities to develop and strengthen good trusteeship.
- Reaffirm and follow Code of Conduct.

JCL:js

DRAFT - First Review – SCCD Board Meeting – September 15, 2010

SOLANO COMMUNITY COLLEGE DISTRICT

Superintendent-President's Goals

2010-2011

Accreditation

- Prepare the College for the follow-up visit in October 2010.
- Provide leadership for the completion of the 2011 Self-Study.
- Involve the Board in the development of the study.
- Ensure preparation for the comprehensive visit.
- Develop, implement, and report results of employee, student, and community surveys to support Accreditation Self-Study.
- Produce a timely and inclusive Accreditation Special Report that leads to clear accreditation status for the College.
- Produce a timely and inclusive accreditation Comprehensive Self-Study Report that maintains the College's good accreditation standing.
- Guide the College to embrace and "live" the Standards of Accreditation.

Fiscal and Financial Stability with Accuracy

- Develop a balanced budget.
- Share budget information with the College community and external community as necessary.
- Meet deadlines for budget submission.
- Develop facility project forecasts to determine how much additional funding will be necessary through possible future District Bond measures.

Compliance with Regulations and Reporting

- Ensure deadlines for reporting are met.
- Ensure all reports are complete and submitted.

Facilities

- Establish procedures for the cleanliness of the Fairfield Campus.
- Establish and implement a plan for the care and maintenance of the grounds of all campuses.
- With the recently increased facility grounds staffing, areas of responsibility with more specificity will be developed to provide an overall improved and more consistent level of cleanliness and grounds maintenance at the Fairfield campus as well as the two Centers.

Human Resources Organization Succession Planning

- Develop a new organizational plan for the Human Resources Office to maximize the use of personnel.
- Create a District Organization Succession Plan for key departments and positions.

Community Relations

- Continue to strengthen relations with the community and the Foundation.
- Build an alumni association.

High Schools and K-12

- Explore feasibility with local high schools to establish a Middle College Program.
- Increase visibility of Solano Community College at the high schools through a coordinated outreach effort.
- Have Solano Community College Ambassadors visit each high school in Solano County to provide information, answer questions, and in particular encourage underrepresented students to matriculate to higher education.
- Collaborate with K-12 superintendents and high school administrators to align K-12 benchmarks with CCC/SCC collegiate-level English and Math and to define expectations of college students and special admissions, as well as new HS graduates.

Services

- Improve services to students from recruitment to graduation.
- Measure students' satisfaction with services and report findings widely and use them for service improvement.
- Start a Vet Tutoring Program.
- Review student surveys and student success data to improve the effectiveness of the Student-Athlete Study Skills Center.
- Establish a Center for Academic Success that serves as a "one-stop shop" for students' basic skills and learning resource needs.

Professional Development

- Attend to personal professional growth.
- Provide training for disciplines and departments undergoing program review.
- Emphasis will be placed on having Facilities personnel attend training and seminars relating to "green" methods and equipment which can be used in day-to-day operations.
- Support an integrated approach to faculty and staff professional development and to improve on current funding levels in support of such development.
- Facilitate the creation of a robust new faculty, staff, and administrator orientation.
- Develop a Professional Development Program for administrators for career growth and succession planning based on the individual's career goals, areas of professional interest, and learning goals.

Centers

- Design programs that are specific for the Centers.
- Provide appropriate staffing and fiscal support for Centers in order to ensure adequacy of students' academic and student support needs.

- Strengthen academic and career technical education curricular offerings based on student and community needs.
- Increase assessment offerings at the Vallejo and Vacaville Centers.
- Grounds and custodial staffing increases at the two Centers will be used to more effectively clean and maintain the buildings and grounds, thus better protecting the investment in the two facilities.
- Work to ensure equity of service at the Centers (tutoring, lab, and basic skills courses).
- Communicate with our business and K-12 partners to meet the distinct academic and workforce development needs of the communities around the Centers.

Needs for Career Technical Programs to Serve the County

- Work with stakeholders to determine and document the career-technical programs needs of the county.
- Work with the Nutrition faculty to expand the emphasis of nutrition courses to cover more applied nutrition that will meet the needs of all students and reach more vocational students.
- Assemble automotive technology group to explore the potential for an Automotive program at the College.

Effective Use of Personnel Organization

- Organize the College in a way that maximizes the use of personnel.
- Support low-cost or cost-neutral reorganization with predictable results.

Long-term planning vision

- Develop and articulate a long-term vision for the College in keeping with the Mission and the needs of the county.
- Utilize the Facilities Department to prepare for future construction, modernization, and maintenance needs, both in the area of funding as well as staffing.

JCL:js

DRAFT – First Review – SCCD Governing Board Meeting – September 15, 2010

SOLANO COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD AGENDA ITEM

TO: Members of the Governing Board
SUBJECT: FIRST DRAFT ACCREDITATION SPECIAL REPORT
REQUESTED ACTION: INFORMATION

SUMMARY:

The College has been working on a special report in response to five recommendations made by the ACCJC at their last site visit to Solano Community College. Dr. Jeffrey Lamb, Dean of Academic Success and Learning Resources and Accreditation Liaison Officer, will present to the Board for information the first draft of the Accreditation Special Report.

SUPERINTENDENT'S RECOMMENDATION: APPROVAL DISAPPROVAL
 NOT REQUIRED TABLE

Jeffrey Lamb, Ph.D., Dean
Academic Success and Learning Resources

PRESENTER'S NAME

4000 Suisun Valley Road
Fairfield, CA 94534-3197

ADDRESS

(707) 864-7250

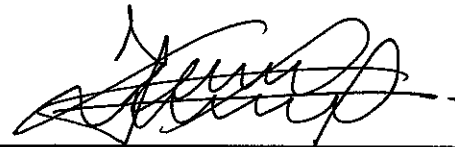
TELEPHONE NUMBER

Academic and Student Affairs

ORGANIZATION

September 3, 2010

DATE SUBMITTED TO
SUPERINTENDENT-PRESIDENT



JOWEL C. LAGUERRE, Ph.D.
Superintendent-President

September 3, 2010

DATE APPROVED BY
SUPERINTENDENT-PRESIDENT

Recommendation 1

It is the responsibility of every constituent group at Solano College, including the Board of Trustees, to participate in productive dialogue, as defined by accreditation standards, that engages the entire college in identifying strengths and weaknesses of the college, and every constituent group must commit to action that improves educational quality and student learning. The college must proceed immediately to take this action and should not allow operational or collective bargaining issues to distract them from participating in planned opportunities for this dialogue, timely implementation of changes for improvement resulting from that dialogue, and assessment of the results of implemented changes. (I.B.1, II, and IV)

Our Response

Communication

As noted in the ACCJC January 2010 report, Solano Community College “continues to improve and expand college-wide communication and dialogue.” Since this time, progress has not slowed. College constituents have addressed Standard I.B.1 by making activities and actions more transparent through the implementation of consistent dissemination of information. These efforts have been led by Superintendent/President Laguerre, who has made himself available for participation in Division and Local 39 meetings [evidence: [CareerTech20093108.pdf](#) , [CareerTechAgenda20093108.pdf](#)]. In addition, S/P Laguerre regularly sends updates to the college and the Board of Trustees on his activities within the college and the community in his “S/P Directs” and “S/P Grams.” In these documents, S/P Laguerre outlines discussions and events throughout the college and community so that constituents can be informed of what happens at all levels. These communications also serve to invite constituents to join ongoing conversations regarding decisions made by the college [[SP 20100502EMAIL.docx](#): [SP 20100620EMAIL.docx](#)]. S/P Laguerre has also made efforts to be as personally accessible as possible through events such as hosting dinners at his home that include faculty, staff, administrators, students, governing board members, elected officials, and community members. Similarly, Solano Community College has held several Study Sessions for the Board of Trustees, allowing for in-depth presentations on important issues of the day and less formal and more engaging communication with trustees.

These have opened up trusting dialogue and communication and helped to build personal relationships.

In addition to these efforts, the college has increased and improved upon various online methods of communication. For example, the Solano Community College's webpage has been going through a major upgrade/redesign so that it will increase ease of use by all constituents and offer access to all public college information. This work is being led by Dean Lewis and Director of Student Development Ghous as Co-Chairs of a Luminis Committee that includes faculty and staff so that the process itself utilizes college-wide dialogue. An important part of this webpage re-design is the use of MyGroups, an area where all constituents can access information and join discussions regarding activities of various college groups and programs. College-wide use of MyGroups is relatively new, but expanding. The Academic Senate President Blog is another way that the college has been using the internet to disseminate information [evidence: [AS 20100711BLOG](#)] Finally, one of the most successful uses of online communication has been the continuing use of a wiki to share work on this and other accreditation reports as well as allow college-wide participation in the process. At any time, anyone can access the wiki to read what is being done or said, and anyone from the college community who has requested access can contribute comments and ideas, and/or upload evidence; this ensures that our reports reflect the participation of the entire college.

Dialogue

Perhaps more important than the increased lines of communication that Solano Community College has implemented, serious collaborative dialogue has continued regarding "student performance and success." For example, in the area of English as a Second Language, a team consisting of faculty, Dean of Vallejo Center Jerry Kea and S/P Laguerre has taken part in discussions with County Adult Ed Programs for collaboration between existing community programs and the College's credit offerings. The goal of this dialog is to outreach with the Centers to meet the needs of their unique populations. There has also been a revitalized discussion of and funding for the UMOJA program [[FABPAC 20090225MIN.pdf](#)]. Another example of college-wide dialogue in this area is the bi-annual Flex-Cal activity involving outcomes assessment. Each semester, faculty members come together to share assessment results and discuss ways to improve student achievement. These conversations lead to individual adjustments in teaching materials and/or techniques, and at a broader level

they may lead to ideas for 3-year plan items and program reviews, and sometimes operational or strategic proposals that can lead to change at the department, division, or college-wide level.

Integrated Planning Process (IPP)

As the previous Visiting Team commented, Solano Community College also remains committed to its “newly revived and developed planning processes,” the Integrated Planning Process (IPP), and its refinement. Through the IPP, Review Groups such as Shared Governance Council (SGC) and Finance and Budget Planning Advisory Committee (FABPAC) are able to have directed and result-oriented discussions that revolve around strategic and operational proposals, focusing specifically on the connection between resources and planning. These groups then forward data-based recommendations to S/P Laguerre, who makes final decisions [[EM 20100305MIN.doc](#) [AS 20091102MIN.pdf](#) [SGC 20100224MIN.pdf](#) [AS 20091102MIN.pdf](#)]. One of the difficulties in implementing such a comprehensive process has been making it widely understood. Deans have made an effort to help faculty see the connections between SLOs and the components of the IPP, which requires dialog and transparency of decision-making. Those connections are being accomplished through 3-year plans, operational proposals and strategic proposals. In addition, efforts have been made to educate faculty on the IPP by making it as accessible as possible. Interactive access has also been created as a link at several places on the Solano website. Further dialogue occurs as the Process Evaluation and Review Team (PERT) evaluates the effectiveness of the IPP itself, gathering and responding to feedback from Review Groups, faculty, staff, and administrators so that systems of planning and decision-making can evolve and improve. More on this can be seen in Recommendations Two and Three.

Hiring

At a more specific level, the college has made its hiring process more inclusive through SGC discussions of new positions and revised senior administrator positions, [evidence: [SGC 20100210MINS](#)] and forums with finalists at the VP and Dean level [evidence: [HR 20100601EMAIL.docx](#) , [HR 20100602EMAIL.docx](#)]. Even the hiring of Interims and faculty coordinators has followed full-scale hiring practices and processes, something that has not happened consistently in the past. These opportunities for faculty and staff to be involved in the hiring process foster a college-wide investment in our administrators and a confidence that individual voices can be heard.

Mission and Strategic Plan

Another very successful use of productive dialogue is the work Solano accomplished in regards to its Strategic Plan, including the revision of its Mission, Vision, Goals, and Objectives. The process involved constituents and stakeholders from throughout the college and community so that input regarding the College's strengths and weaknesses was broad-based and transparent. The College began with a series of Strategic Plan Working Group forums, led by Institutional Researcher Rob Simas, Consultant Bob Jensen, Academic Senate President Jeff Lamb, and Senator Thom Watkins. There were two days of internal discussions with students, staff, faculty, administration, and the Board of Trustees. These forums were followed by a meeting with community stakeholders (including educational partners, government representatives, business members, and non-profit group representatives), faculty, staff, students, and Board of Trustees members. Through these forums the college was able to conduct highly focused discussions, complete a thorough SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, and produce a new Mission, Vision, Goals, and Objectives. All of this dialogue and collaboration has resulted in a focused view of the college's direction and how constituents and stakeholders can work together along that path.

Campus Climate

Ultimately, the most recent visiting team commented that "old tensions and distractions related to leadership have subsided." Evidence that this continues to be true can be found in several places. First, productive, efficient and effective negotiations on early retirement incentives for faculty, staff, and administrators produced results such that decisions were made in time for faculty to take advantage and retire over the summer?). In addition, under the leadership of S/P Laguerre, the campus community has embraced an environment in which all parties strive to resolve differences amicably. For example, Interim HR Director Trudy Largent and the Faculty Association have worked collegially to resolve the majority of disputes and conflicts. The Chair of the Grievance and Interim HR Director in particular are working well together. Also of note is the significant reduction of legal fees resulting from a more harmonious relationship. In addition, Local 39 had expressed concerns about staffing at the Centers and shift differentials. These concerns were taken into consideration and easily resolved,

resulting in additional staffing at the Centers using Center Status money. Finally, even though the District is experiencing economic hardship, like most other community colleges, and has recently undergone an administrative reorganization, consultations and negotiations with CSEA have been productive and non-adversarial.

Conclusion

The activities outlined here have all served to build a culture of participation, collaboration, communication and transparency at Solano Community College. Although work on productive dialog is by its nature an ongoing process, the college demonstrates great progress, and S/P Laguerre continues to lead the College toward mitigating the “deficiencies cited in the recommendation” and meeting Standards IB1, II, and IV.

Recommendation 2

Improving Institutional Planning: In order to improve institutional planning, the College should clarify and simplify its terminology and processes used in planning so that the vocabulary is more easily understood and accepted institutionally, the planning processes are more integrated, and the plans actually get implemented. (I.A.4, I.B.3, ER 19)

Our Response

As noted by the previous Visiting Team, “the college has made significant progress in integrating institutional planning since the April 2009 report.” Since that visit, Solano Community College has continued its progress toward full implementation of the Integrated Planning Process (IPP). By the ever-evolving nature of the process, it is constantly being evaluated and revised as necessary to ensure effectiveness in achieving the College’s Mission, Goals, and Objectives as outlined in Standard I.A.4.

Clarity and Understanding

Solano Community College agreed with the previous Visiting Team’s observation that it “must still achieve institution-wide understanding and acceptance of the various aspects of the planning process embodied in the IPP.” To this end, ongoing training has been a priority across the College. For example, emphasis has been put on the connections between areas of planning and evaluation such as SLOs, Program Review, Strategic Plan, etc. (Sample evidence: 081210 PE Div Meeting Min; Calworks Program Review Institutional Support Services Final; CARE PROGRAM REVIEW 12 01 09 (2)). There has also been specific training at various meetings [Enrollment Management Committee Meeting May 6 2010; EdAdmin-AS Jt Mtg Minutes 11.16.09--IPP ; AS Minutes - Jt Mtg 1 19 10 (2)--PERT and IPP; EdAdmin-AS Jt Mtg Minutes 11.16.09—IPP]. In addition, there is now an online site dedicated to the IPP, essentially a virtual version of the hardcopy document, which can be reached through several links on the Solano.edu website. This divides all IPP information into manageable segments so that anyone can click on the applicable area and find explanations, directions, forms, etc, making the process less overwhelming and more easily focused. There are also YouTube videos offering instruction. Part of the mission of the Process Evaluation and Review Team (PERT) is to evaluate the success of the IPP, which of course involves how well it is understood by members of the College. To this end, in addition to the above, PERT has distributed a very simple explanation to communicate the essence of the IPP. Finally, PERT and Accreditation Self-Study teams are working with Interim Director of Research and Planning, Chris Myers, to develop a faculty, staff, and administration survey assessing this understanding; this survey will be used in writing Solano’s Self-Study due August ’11.

Implementation and Evaluation

As suggested by the previous Visiting Team, Solano has continued to seek a "level of transparency and effectiveness sought by PERT, and along with it the full integration of planning with budget development," including the incorporation of Program Review and Outcomes assessment. This full integration is clearly addressed in the actual IPP document, and it has been re-enforced through meetings of the AALT, ALG, and divisions. In addition, this integration can clearly be seen in 3-Year Plans, Program Reviews, and Strategic and Operational. Review Group notes and forms also demonstrate this integration. Also as the previous Visiting Team suggested, "all Vice Presidents [and other administrators have been] instructed by the President to understand and implement the IPP as designed". To achieve true integration, S/P Laguerre has emphasized the use of the IPP by the entire college, as well as connections among all areas of planning and evaluation. Finally, a tangential indicator of the effectiveness of Solano's IPP is that it has been adopted as a mechanism for internal deliberations by groups such as Basic Skills and VTEA [proposals and appropriate minutes].

This is not to say, however, that there have been no growing pains in implementation. After a presidential task force on planning and the adoption of strategic proposals, a team from Solano attended the '08 Accreditation Institute and began working on a formal Integrated Planning Process. The initial cycle, conducted while the IPP was still in its beginning stages, produced one successfully implemented proposal for the UMOJA program. The '09-'10 cycle produced another successful proposal for a Teaching and Learning Center redesign. Through the Process Evaluation and Review Team (PERT), which established a formal membership and continued to meet regularly during Spring, the IPP has built-in evaluation components, and one of the current goals of the PERT is to complete a formal evaluation; however, informal evaluation has taken place throughout the past year and a half as PERT discussed input from the field. As the college moves into the '10-'11 cycle, PERT will continue to address various problems discovered over the course of the year and a half of implementation, such as the need to broaden the scope to include more decisions, a clearer method of report-out, and a more effective method of push/pull. PERT is currently brainstorming solutions to the issues discovered, which it will then take to SGC for discussion and approval. Another goal of the PERT is to write into the IPP processes by which "fast-track" or "off-line" planning, most often by upper administration, can take place as needed while ensuring transparency and evaluation components. In addition, this Fall, PERT will be overseeing the updating of College-Wide plans and the convening of Review Groups.

Finally, while the previous Visiting Team expressed concern that "accomplishing an acceptable level of effectiveness any time soon may be inhibited by implementation of the proposed reorganization of senior management," the continuing evaluation of the IPP has been greatly enhanced by the addition of EVP Reyes. His new perspective has brought to light issues in need of attention as well as possible solutions that PERT was too close to see, some of which are mentioned above. In addition, he has ensured that

he and other administrators understand the IPP and their parts in its success. The process, while in constant evolution, has continued to function and evolve in a positive direction, and the College has every expectation that clear connections are being made among every level of planning and evaluation as we work toward our newly revised Mission and Strategic Goals and Objectives.

Strategic Goals and Objectives

Another very important element of Solano Community College's current planning process has been the recent revision of its Strategic Goals and Objectives and Educational Master Plan. To ensure connections to the IPP, PERT was the initial review group for this process, bringing in other constituents from the College and the Community through working forums. The various steps in the IPP now reflect these revised Goals and Objectives so that the College's focus is synergized at all levels.

Conclusion

The College is confident that the processes for revision in the IPP will be carried out by PERT. In this way any changes, modifications, simplification/augmentations will be/have been dealt with as they arise. The previous Visiting Team expressed concern that the IPP needed clarification and simplification before it could be fully implemented. In order to solve issues of clarity, rather than changing the IPP, the PERT has addressed this concern through training in the ways referred to above. Solano Community College feels that the strength of the IPP is that review and revision are built in through the oversight by the PERT, as mentioned above. This ensures that any needs in terms of clarification, simplification, or other improvements are addressed as they arise. The IPP will continue to evolve over time as it is used and evaluated for effectiveness, fulfilling this Recommendation and meeting Standards 1A4, 1B3, and ER19.

Recommendation 3

Improving Institutional Effectiveness: In order to improve institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes. (I.B.2, I.B.3, I.B.6, I.B.7, ER 10, ER 19)

Our Response

The previous Visiting Team acknowledged that Solano Community College “has continued to make significant progress in generating and using data effectively and is well on the way to becoming a fully data-driven institution.” Since that visit, the College has continued to move toward “Sustainable Continuous Quality Improvement” in Program Review, Planning, and Student Learning Outcomes as defined by the ACCJC Rubric for Institutional Effectiveness.

IPP

As stated by the previous Visiting team, Solano’s “over-arching, integrated planning process is still a work in progress.” Solano’s response to Recommendation Two, in this report, covers the College’s progress in this area in detail, but overall, Solano has continued to implement and refine its Integrated Planning Process (IPP) through Process Evaluation and Review Team (PERT) oversight and continued training throughout the College [Enrollment Management Committee Meeting May 6 2010; EdAdmin-AS Jt Mtg Minutes 11.16.09--IPP ; AS Minutes - Jt Mtg 1 19 10 (2)--PERT and IPP; EdAdmin-AS Jt Mtg Minutes 11.16.09—IPP]. Videos and website (beginning series).

By design, Solano’s IPP will always be a work in progress. As the cycle of assessment, planning, and implementation is never-ending, so is the evolution of the process itself. Currently, the PERT is discussing possible refinements and activities that will strengthen the IPP process. For example, at a recent FaBPAC/SGC meeting, questions were raised regarding getting feedback on previously submitted Strategic and Operational Proposals. This has brought to the PERT’s attention the fact that perhaps some members of the College do not quite understand the year-long IPP cycle of submission, review, report-out, implementation, evaluation. The PERT is therefore fulfilling its mission by considering how to clarify paths of tracking and follow-up. In addition, PERT will keep directing members of the college to the web and videos. While the College understands that its planning processes should not depend on specific individuals, the recent retirement of Solano’s long-time Director of Research and Planning has produced difficulties in the current cycle. PERT is now under the . . . of Executive Vice President of Academic and Student Affairs, Arturo Reyes, who immediately familiarized himself with the IPP during summer of 2010 and is currently working with PERT to refine the IPP. Proof that the process is fundamentally sound is that Solano has completed one and a half cycles of planning. While the initial iteration revealed certain implementation issues, the PERT has been using what it has learned to assess the process and make changes accordingly as the College moves forward.

Data-Driven Decision-Making

The previous Visiting Team also made note that there were "some gaps . . . in data-driven decision making in certain units of the institution." While specific units were not mentioned in the team's report, since then, Solano has increased its use of data to drive the actions of the College. For example, Academic Divisions have continued to produce 3-year plans, strategic and operational proposals, and program reviews based on data gathered in various reports, including SLO assessment. To ensure the continuation of data-use, presentations have been made to both the ALG and AALT regarding processes and responsibilities. In addition, data is used to make decisions in Basic Skills, VTEA, and FIGs. Our previous report to ACCJC included a long list of data that is now available through BANNER. Some of the decisions made based on this data are.

Outcomes

The previous Visiting Team acknowledged that we have made "progress on developing, implementing and assessing student learning outcomes (currently between 'development' and 'proficiency')." This progress continues, with focus on Program SLOs and SAOs for the non-academic side of the house. The College's bi-annual Flex-Cal activities continue to include a session in which SLO assessment results are discussed, which then leads directly into the creation of 3-year plans and informal program reviews. Faculty and staff participation in these activities is evidence that the previous Visiting Team's observation is still accurate: the College has "accepted student learning outcomes and learning assessments as a long-term, substantive change in the culture of their institution, and have learned the benefits of this kind of self-examination." However, for our Comprehensive Self-Study we are in the process of creating a survey that will more specifically assess understanding of and commitment to Outcomes Assessment so that we can use that information to improve participation and effectiveness. Finally, connections between Outcomes and Planning have been emphasized to the Academic Leadership Group.

Strategic Planning Goals

ACCJC's original recommendation addresses the "**effectiveness in achieving stated strategic planning goals.**" Solano has just completed a revision of its Strategic Goals and Objectives, as discussed in Recommendation One. The College has made an effort to revise its processes to make clearer, more practical connections between the actions of the College and its Goals and Objectives. For example, the College has always used a spreadsheet to record plans and actions, but the loop was not always closed in terms of using the information toward implementation, and often successes were not celebrated. Now the form has expected outcomes and actual outcomes so that these things can become central to the College's self-evaluations.

Conclusion

All in all, Solano Community College has become an institution that focuses a great deal of attention on utilizing and connecting evaluation, analysis, and action.

Recommendation 6

Staffing and Organizational Stability: The college should continue to focus on prior accreditation evaluation reports and implement the recommendations. **Stability in personnel, particularly in leadership positions, fiscal services and human resources will help the college to meet the requirements of Standard III and assure institutional integrity. (III.A, III.D.1-3)**

Eligibility Requirement 5, Administrative Capacity

Our Response

Morale

As acknowledged by the previous Visiting Team's report, Solano Community College's relatively new president, Dr. Jowel Laguerre, "has engendered . . . good morale among the staff." S/P Laguerre continues this positive trend through his encouragement of open dialogue in order to gather input and ensure transparency. For example, he holds regular meetings with faculty, staff and student leadership, and he communicates regularly with the campus via S/P Direct (and other reports such as his "First 100 Days" report) which includes college updates and activities so that the college is able to be a true community [[NWSL SPres20100122.pdf](#) [NWSL SPres20091124.pdf](#) [NWSL SPres20090924.pdf](#) [NWSL SPres20090825.pdf](#) [NWSL SPres20100219.pdf](#) [COMM First100Invite20091001.pdf](#)]. Of particular note are his regular meetings with the presidents of the unions and the Academic Senate. S/P Laguerre also makes every effort to recognize staff, faculty, and student contributions with his S/P Direct [evidence: [NWSL SPres20100122.pdf](#) [NWSL SPres20091124.pdf](#) [NWSL SPres20090924.pdf](#) [NWSL SPres20090825.pdf](#) [NWSL SPres20100219.pdf](#)], S/P Gram to the Board of Trustees, Flex Cal presentations and awards. This acknowledgement of accomplishments and contributions encourages participation and makes people proud to be a part of Solano Community College. In addition, S/P Laguerre encourages a true college community by promoting informal gatherings, such as faculty, administration, and staff dinners with the Board of Trustees [evidence: [AGNA BOT20100331.pdf](#), [AGNA BOT20100405.pdf](#)] as well as dinner parties at his own home [evidence Finally, S/P Laguerre has made every effort to connect Solano Community College with its community at large through outreach activities such as focus groups and the Strategic Planning Project, local Chambers of Commerce and community leader meetings, etc.

ACCJC has also recognized that "the open communicative style of the new president has helped staff to feel empowered as partners in the decision-making processes of the college." Many of the items from above are related to empowerment; however, open forums to meet and discuss the issues of the day have also been significant. For example, there have been forums and Board meetings at the Vacaville and Vallejo

Centers, which has expanded the college community and ensured that all areas of the college are included in dialogue [evidence: [AGNA BOT20100317.pdf](#), [AGNA BOT20100519.pdf](#)]. There have also been second interview candidate forums for several new hires, such as the Dean of Math/Science and the Dean of Academic Success and Learning Resources, budget update forums, and reorganization forums. In addition, internal Faculty Coordinator positions now follow external hiring practices. All of these efforts encourage input and promote awareness throughout the college community, leading to a positive and collegial atmosphere.

Administrative Capacity and Stability

The previous Visiting Team also expressed concern regarding “the impact of the proposed administrative reorganization” and encouraged the College to “keep stable administrative capacity as a goal for the reorganization.”

First of all, in order to strengthen administrative capacity, the College has realigned and changed reporting structures, duties, and areas of responsibility, in some instances creating new positions. The most notable change is that instead of a Vice President of Academic Affairs and a Vice President of Student Services, who had numerous, far-reaching responsibilities, the College now has an Executive Vice President of Student and Academic Affairs who has oversight of other positions to whom responsibilities have been delegated: curriculum, scheduling, student discipline, accreditation, enrollment management, and Academic Council are now the responsibilities of separate individuals. What this does is provide better stability and capacity. In addition, there have been adjustments of Directors to Deans and Deans to Directors. The direct impact of this is that the College’s administration is much more stable, able to withstand possible changes in personnel, without affecting capacity.

In addition, the previous Visiting Team expressed concern over vacancies in administration, specifically in the business office, fiscal services, and human resources. The College did follow through in its hiring of a new CBO and a Director of Fiscal Services in December ’09 and January ’10, respectively. While it is unfortunate that these resignations occurred in June ’10, it is to Solano’s credit that they have had minimal impact on the College’s ability to move forward. The resignations allowed us to quickly identify current needs in order to inform our self-evaluation, plans for future permanent replacements, and the College’s larger strategic goals. In the meantime, we immediately hired interims who are highly specialized and skilled at addressing business and fiscal issues to fill these positions. The College has also been more judicious in the employ and use of consultants; for example, Jensen as consultant got us Center status and Library and Theater building Funding sources. Additionally, we make use of fewer and making better use of those we do hire, which has created self-reliance and self-sufficiency and built capacity. For example, SunGuard Banner support has provided virtual support for key programmers and Banner technicians as well as training and troubleshooting for “real world” issues.

Overall, the reorganization and the resulting "new" eyes on the College's practices and procedures have led to the renovations and positive changes mentioned above. In addition, many of the new administrative hires, both internal and external, live in the College service area, leading to more stability.

Recommendation 8

In order for the Governing Board to focus on the institution's major issues and questions of policy, the Board of Trustees is encouraged to delegate full responsibility and authority to the President to implement and administer Board policies and the operation of the college. The institutional leaders should likewise foster empowerment, innovation, and institutional excellence through dialogue that builds trust and increases focus on student learning and assessment of learning outcomes, institutional effectiveness, and integrity. (IV.A.1, IV.A.3, IV.B.1.j, IV.B.2a)

Our Response

As the most recent visiting team noted, Superintendent/President Laguerre has continued to "establish a productive and trusting relationship with the Board of Trustees." Prior to taking office, the president started developing a relationship with individual members of the board, clusters of members, and the board as a whole. That relationship has continued to evolve in a positive manner. This positive relationship has allowed changes in board activities that focus on institutional effectiveness and an overall positive environment at the college.

Board Relationships

Many activities have taken place in order to enhance Board relationships among themselves and with others. For example, the trustees and the CEO have held monthly study sessions aiming at more extensive and free flow conversations around issues of interest such as accreditation, budget, green technology, and Measure G. There have also been several dinners with S/P Laguerre at his home for social and professional functions. In addition, S/P Laguerre's interaction with the Board continues to be successful and productive, ensuring that he is involved in and in charge of what is appropriate. S/P Laguerre meets informally and reviews agendas with individual Board members and/or in small groups, and the Board interacts well with faculty and staff during Study Sessions.

Solano has also experienced the continued success with the Board of Trustees' Code of Conduct, and at the June 22, 2010 Board of Trustees retreat the Board re-affirmed the code without changes. In particular, the Board sought specific areas within the Code to address and alleviate concerns about perceived micromanagement. In addition, faculty Association President Tom Grube expressed willingness to counsel faculty members if their interactions with the Board or individual Board members might potentially invite actions that could be construed as micromanagement.

S/P and a few Board members work together for outreach by participating in different professional and Community based activities. For example, trustees have also been invited to participate in discussions with local government leaders as they speak about developing partnerships with the College, and to participate in community events such as a visit to the State Capitol to for Advocate's Day (March 2nd, 2010) and a visit to Rep. Feinstein March 16, 2010. These activities have helped to foster positive relationships between the Board and the community at large and are encouraged by S/P Laguerre by placing the following statement at the bottom of each SP Gram since 3-7-10: "If you want information about any of the activities and if you want to be involved, please let me know."

Delegation of Responsibilities

Overall, the Board of Trustees has continued to demonstrate that its members are confident in S/P Laguerre's ability to manage the "daily operation" of the College and have "delegated management and operational responsibilities to the president" and "work well together." For example, they supported S/P Laguerre's reorganization, as well as his proposals regarding Board meetings, such as the following:

- agenda format,
- meeting times,
- meeting locations,
- action/information items,
- study sessions,
- closed sessions,
- and changes to the Board meeting structure

In addition, S/P Laguerre meets informally and reviews agendas with individual Board members and/or in small groups. The Board's trust in S/P Laguerre has also allowed him to successfully lead the college to Center status for Vallejo. Due to the strong relationship between S/P Laguerre and the Board, the recent resignation and replacement of the Vice President of Business and Administrative Services and the Director of Fiscal Services were recommended by the S/P and quickly approved by the board. These actions, among others, demonstrate quick, smooth, non-confrontational decisions and, in contrast with past actions, trust rather than contentious dialogue

Another concern that the commission has expressed is Board micromanaging, which the visiting team interviews confirmed was still an issue on some level. The Board of Trustees has made further strides in this area as well. For example, President A. Marie Young had been writing questions and comments on agenda items prior to Board meetings and requested that the questions, comments, and responses be shared with

each Board member. As a solution, Dr. Laguerre established a finite timeline on questions, agenda reviewed with Board members, face to face communication, and agenda reviews. When in meeting, Laguerre brings up. Board members have also requested to see documents behind agenda items in a timely manner so they can do "due diligence" to budget items in particular. At a Board retreat it was decided that Trustee Young will be point person for budgetary concerns, which are addressed the Monday before the general assembly of the Board. Her concerns are then included in the presentation before the Board. Evidence will be from 8/30. These general changes in the way the Board functions demonstrate an interest in avoiding micromanagement.

Collegiality

Board minutes support the assertion that Board members have improved in their respectful treatment of those who present to the Board. Board members are also more cordial amongst themselves in public sessions and in closed sessions, even if there is a dissenting opinion. In open and closed sessions, the Board has been able to "agree to disagree" in a professional manner. Subcommittee meetings are productive, all ending in positive results:

- Vallejo Expansion committee
- Auditor selection committee
- Accreditation committee
- Policy committee

Professional Development and Training

Finally, the Board has defined "ongoing training activities for new and incumbent trustees." First of all, the college has procured literature for board members to learn more about effective trusteeship; the small library provides access to books and other materials as they become available. Trustees are also involved in professional development activities made available through the Community College League of California as well as the ACCT, and the office of the Superintendent-President explores other avenues aiming at trustee development. The President of the board has also attended workshops for Board chairs, and other trustees have attended workshops and conferences aiming at trustee development, including the International Conference of the Association of Community College Trustees (ACCT). Additionally, the CEO writes a weekly update to the trustees that keeps them informed of developments at the college and other community developments related to the College. These updates may also serve as an instrument for trustee development by keeping them informed, etc. The Board has also participated in retreats facilitated by ACCT, Pam Fischer (June 22, 2010), with topics including ACCJC update, self-evaluation, re-affirmation of the Code of Conduct, and 2010-2011 Goals.

In addition, the Board of Trustees has participated in Quarterly Self-Evaluations which has allowed them to compare to previous evaluations to see where improvement has been made or needs to be made.

Finally, the district has made Special Trustee Henry available to train new and incumbent trustees through ongoing communication with individual Board members, by attending all Board meetings, Study Sessions, retreats and other scheduled Board functions. To ensure the continuation of this training, Mr. Henry's contract has been extended to June 2011.

Conclusion

In all ways, Solano Community College's Board of Trustees is now effective and productive.